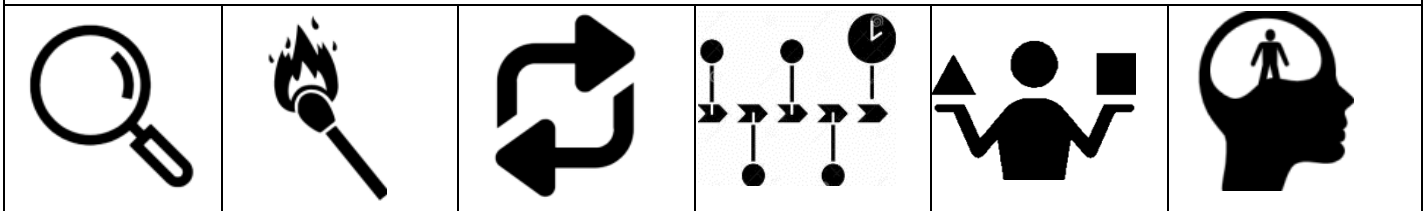


## History @ Warton Nethersole's Primary School



**Curriculum Statement:** Our curriculum is very closely linked to our vision "Be Courageous. Be Strong. Do Everything with love." and this is at the centre of our curriculum design. As a school with a fluctuating cohort and large differences in numbers within each year group, our curriculum overview links to our class structure with subject specific focus and emphasis on skills progression. This approach ensures high expectations and outcomes that challenge and develop every child's personal skillset. It is vital to us that our children have an inclusive curriculum that celebrates diversity and 'brings the world to Warton'

**Vision:** At Warton, we believe that History stimulates children's interest and understanding of the lives of people who have lived in the past and how this will shape our future. History also helps children to understand the complexity of people's lives, the process of change, the diversity of society and relationships between different groups as well as their own identity and challenges of their time. We aim to build on children's knowledge so that children leave with a coherent knowledge and understanding of local history, Britain's past and the history of the wider world.

We teach children the skills required to be a good historian; how to research and gather information, as well as how to question information gathered for authenticity, perspective and reliability. Children have access to a wide range of resources to aid them in their discovery, and opportunities across the curriculum to present, test and evaluate their historical knowledge. Our vision is that children will be confident, creative and independent learners who delve deeper and make connections to the past and the world which they live in now.

Our history curriculum aims to:

- develop an interest in and curiosity about the past
- appreciate human achievement and aspirations and how they impact us today as well as empathise with difficulty and hardship
- develop an awareness of the values of different societies from the past including understanding perspective and interpretation
- contribute to the understanding of other cultures and countries
- learn about the major issues of the past and how they have affected the present as well as question how these are presented
- develop the concept of change over time and its motivators
- encourage enquiry and varied methods of communication
- explore artefacts and other historical resources such as pictures
- use chronological terms with understanding, recognising similarities and differences

### Disciplinary Threads

- ✓ Historical Enquiry & Evidence
- ✓ Cause & Consequence
- ✓ Continuity & Change
- ✓ Chronology
- ✓ Similarity and Difference
- ✓ Empathy & Perspective

### Resources

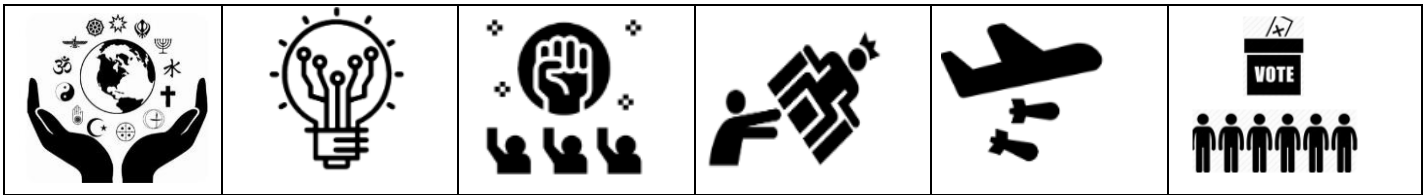
- High Quality texts which are subject specific and age appropriate
- High Quality texts used in English lessons to compliment history lessons
- A range of artefacts and sources for each unit
- Visits and visitors to school

### Substantive Threads

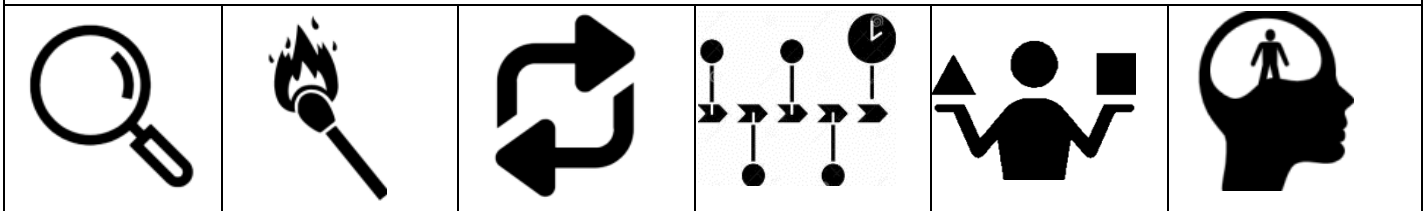
- ✓ Religion & Culture
- ✓ Technological Advancement
- ✓ Social Justice
- ✓ Monarchy, Empire & Rule
- ✓ Invasion, Conflict & War
- ✓ Government & Democracy

### 2024 Priorities (SIP)

- Increased clarity on substantive and disciplinary knowledge progression
- Explicit endpoints for each lesson and unit
- Increased retention and recall of knowledge and skills for pupils



## History @ Warton Nethersole's Primary School



**Implementation:** In order to ensure that our children 'know more, remember more and do more' our lessons have a focus on key questions, which we work together to investigate and answer throughout the unit of work. We also ensure a high focus on vocabulary and use weekly exit tickets to assess pupil's knowledge and address misconceptions as well as recap key facts the following week.

We have a focus on 'making connections' through our lesson planning format, which includes clear and focussed retrieval activities. History is taught on a weekly basis, every other term and therefore the first week of each history unit is a recap week for gaps from the previous history unit's assessment as well as a recap of key knowledge. We feel that this helps again to ensure that pupils 'know more, remember more and do more'.

In September 2024, for the first time, we are a one form entry school- with no mixed age classes. We have a carefully planned sequence of history lessons and themes that build upon each other in order to ensure challenge, skill development and deepening of knowledge threads.

### Implementation – Curriculum Structure

History is taught for 3 half terms throughout each academic year.

Year 1 and 2 each have a unit focussed on significant events, significant changes and significant individuals.

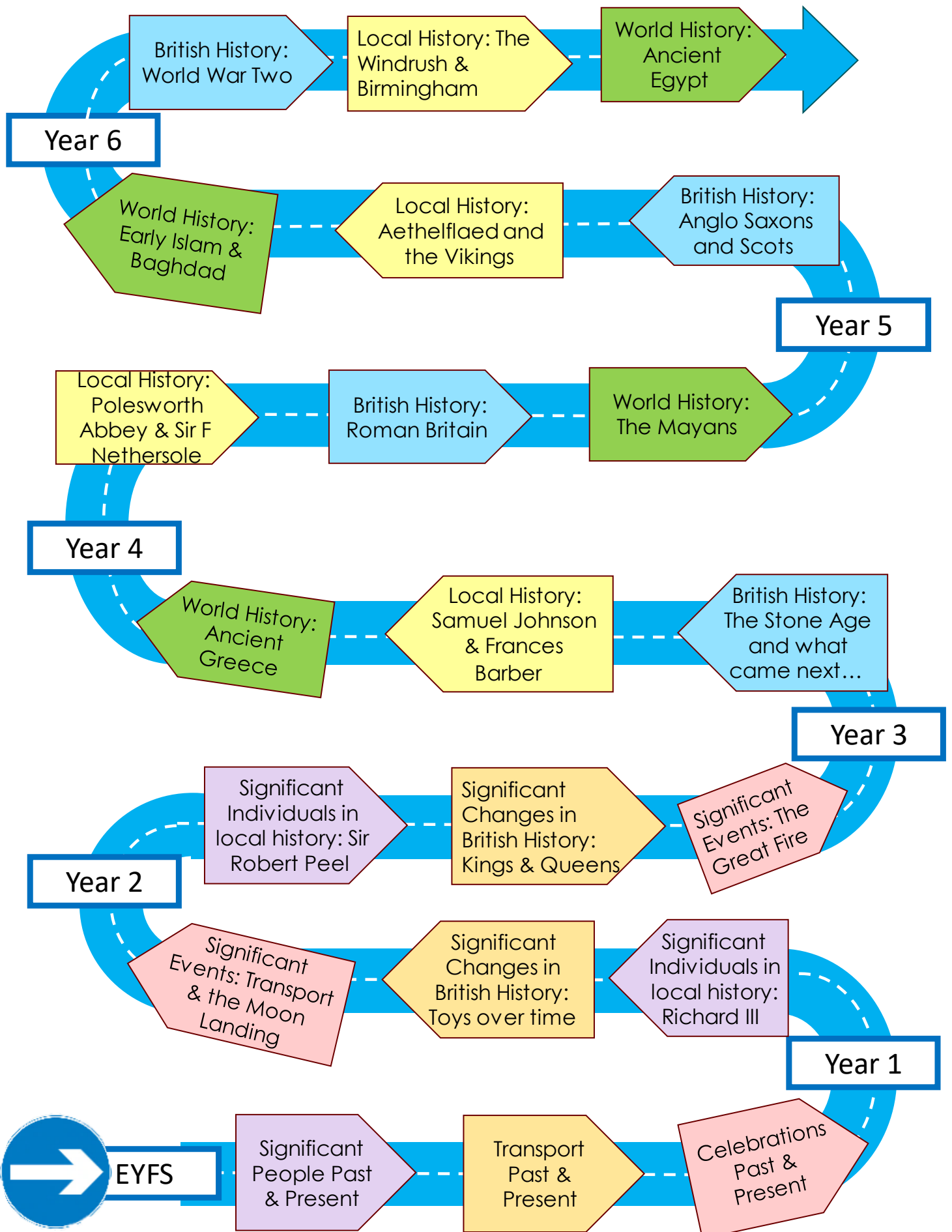
Years 3, 4, 5 and 6 study local history, British history and world history on an annual basis.

Curriculum Structure	KS1 Significant Events	KS1 Significant Changes	KS1 Significant Individuals	KS2 Local History	KS2 British History	KS2 World History
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### Implementation – Planning & Lesson Structure

We have a clear pedagogical approach to our planning and lesson structure at Warton. The medium-term planning for history is set out to ensure ease of transfer from planning to teaching in order to ensure clear opportunities for recall and retention, clear knowledge and skills outcomes as well as specific assessment opportunities.

Planning / Lesson Structure	Key Question	Retrieval  "Let's Recap"	Key Knowledge-linked to Substantive Knowledge  "Let's Learn"	Learning Opportunity  "Let's Work"	Key Skills -linked to Disciplinary Knowledge	Key Vocabulary	Exit Ticket  "Let's Check"
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<b>National Curriculum Coverage Key Stage One</b>			
<b>National Curriculum Area of Study</b>	<b>Year Group</b>	<b>Subject</b>	<b>Unit of Work</b>
Changes within living memory	1 & 2	PSHE	Changing Me- Changes from birth through to childhood
	1	English	All are Welcome by Alexandra Penfold -Remembering our first day of school
Significant events beyond living memory that are significant nationally or globally	1	History	Toys over Time – Significant events including input from people in our community who are older than us
	1	History	Transport, Travel and Landing on the Moon! Focus on Katherine Johnson and the moon landing
	1	English	Counting on Katherine – the impact of Katherine Johnson on Space Travel and NASA
	2	History	The Great Fire of London – A study of the causes and consequences as well as Samuel Pepys Diary
	2	History	Kings and Queens – A study of the monarchy in Britain including absolute to constitutional monarchy
	1	History	Richard III – Local History and Significant Individuals
Significant historical events, people and places in their own locality	1	History	Toys over time- hearing from members of our community about their toys and childhood
	2	History	Sir Robert Peel including the causes and consequences of the Industrial revolution on crime and the police force in Britain
	1	History	Transport, Travel and Landing on the Moon! Focus on Katherine Johnson and the moon landing.
The lives of significant individuals in the past who have contributed to national and international achievements	2	History	Kings and Queens – King Charles
	2	English	The Story of Ruby Bridges- social justice and flight for racial equality



National Curriculum Coverage Key Stage Two			
National Curriculum Area of Study	Year Group	Subject	Unit of Work
Changes in Britain from the Stone Age to the Iron Age	3	History	The Stone Age and what came next. A study into the Stone Age with further investigation into The Iron and Bronze Ages
	3	English	Stone Age Boy by Satoshi Kitamura- A diary on life in The Stone Age
The Roman Empire and its impact on Britain	4	History	Roman Britain – A look at developments since the invasion of Britain including roads, alphabet, calendar and number system as well as the reasons for successful invasion.
	4	English	Hercules - A unit expanding knowledge on culture and the importance of mythology in everyday lives of the Romans
Britain's settlement by Anglo-Saxons and Scots	5	History	Anglo Saxons and Scots – The invasion of Britain, the change from Paganism into Christianity and the impact of Alfred the Great
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	5	History	Aethelflaed and the Vikings- The Lady of Mercia and her impact on our local area as well as a study of the wider events in Viking Britain
A local history study	3	History	Samuel Johnson and Frances Barber – A study into Samuel Johnson in Georgian England and the first English Dictionary as well as into the life of formerly enslaved Frances Barber.
	4	History	Polesworth Abbey & Sir Frances Nethersole – A study on the changes in education when the church began to fund schools and a look at the differences between boys and girls in education
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	6	History	The Windrush & Birmingham – A study of the causes for the Windrush generation coming to England and how they shaped Britain and Birmingham as well as a look at the Windrush Scandal and what it means about society today.
	6	English	Windrush Child by Benjamin Zephaniah – An in-depth look at life in Britain for a young person arriving on The Windrush and the challenges and struggles of adapting.
	6	History	WW2- The causes, contributions and consequences of WW2 including in depth consideration of bias, propaganda and antisemitism.
	6	English	Goodnight Mister Tom by Michelle Magorian – an exploration of the blitz and life as an evacuee in WW2.
	5	Geography	Research into Qui Jin as part of a case study on China. Qui Jin was a revolutionary, feminist and author fighting against foot binding in 1900s China.
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China	6	History	Ancient Egypt- The impact of the Egyptians today including the calendar, the role of the Nile and the building of the pyramids. A look at Gods and Goddesses and power and rule.
Ancient Greece – a study of Greek life and achievements and their influence on the western world	3	History	From hierarchical structure and the introduction of democracy to Athens vs Sparta and the position of women and girls. This unit covers the impact of developments in philosophy, medicine and the Olympics.
	3	English	Theseus and the Minotaur – A unit expanding knowledge on culture and the importance of mythology in everyday lives of the Greeks
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	4	History	The Mayans – From the creation story to the development of language and number system as well as a look at the importance of social hierarchy and its impact on day-to-day life.
	5	History	Baghdad and the Middle East- A look at the development of Baghdad from the Death of the Prophet Mohammed to its thriving control over much of Asia and Europe through trade and developments in philosophy, mathematics and medicine.



## Substantive and Disciplinary Knowledge

Substantive and disciplinary knowledge is broken down into 6 main categories as outlined below. Knowledge is carefully selected according to the above categories, and revisited across multiple units of study and in multiple year groups. The number of disciplinary threads is increased gradually across the school in order to limit cognitive overload and ensure depth of understanding i.e. Y1= 3 and then 4 / Y2 & Y3= 4 / Y4= 5/ Y5 & Y6 =all 6. Interleaving is used to ensure content is returned to on several occasions, therefore ensuring more of it is remembered for longer. Interleaving involves teaching subject content not in a continuous block, but in chunks which pupils revisit over time. This approach helps embed new learning in long-term memory, through the act of repetition. Repetition for learning is not simply about replicating previous lessons; it involves the act of retrieving previously learnt knowledge and then developing it. An example of this is the concept of 'Monarchy, Empire and Rule':

EYFS- Kings and Queens

Year 1- Introduction of term 'Monarchy' through learning about Richard III and Henry Tudor

Year 2- Monarchy looked at closely including absolute and constitutional monarchy and dynasties over time




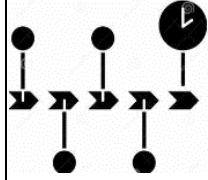


Year 3- Life under rule in Georgian Britain

Year 4- Life for children and education in Stuart Britain

Year 5- Societal Hierarchy, Alfred the Great and the unification of England

Year 6- Colonisation and empire and it's impact on The Windrush Generation

### Ambition for Disciplinary Knowledge in History

	Ambition for Disciplinary Knowledge in History					
Disciplinary Knowledge						
	Historical Enquiry & Evidence	Cause & Consequence	Continuity & Change	Chronology	Similarity & Difference	Empathy & Perspective
Warton Definition	Interrogate sources to construct substantiated, informed, valid conclusions. Understand how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.	Identify chains of events and developments both in short- and long-term history. Discern the 'why' and 'what' of history. Identify, examine and analyse the reasons events occurred and the resulting consequences and outcomes over time.	Make valid statements and ask considered questions about how and why some things stay the same and others change over time.	Apply the science of arranging events in order of their occurrence to a variety of criteria.	Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period or across periods of time.	Understand the impact of events on particular people or groups. An appreciation of circumstances, motivation, values and attitudes. Understand that some accounts of history may be affected by propaganda, opinion or misinformation.
Frequency in curriculum	18	14	14	14	13	13
Curriculum Structure	KS1 Significant Events	KS1 Significant Changes	KS1 Significant Individuals	KS2 Local History	KS2 British History	KS2 World History



## Disciplinary Knowledge in History

Year Group	Disciplinary Knowledge						
		Historical Enquiry & Evidence	Cause & Consequence	Continuity & Change	Chronology	Similarity & Difference	Empathy & Perspective

### Key Stage 1




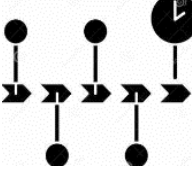


1	Richard III	Reliability of sources Analyse artefacts Finding remains		Compare life now to Battle of Bosworth			Why Richard III went into battle. Fact & Opinion
1	Toys over Time	Investigating toys for chronology and how they change over time		Toys that are the same and different – materials, tech	Timeline Chronological Order = oldest to newest	Venn diagrams Toys different people had and why	
1	Transport & Moon Landing	Investigating & creating tally tables of transport	Traffic Lights Impact of motorcar Space Travel	Transport we have kept and how it has changed			Katherine Johnson, Neil Armstrong & Yuri Gagarin
2	Sir Robert Peel	Investigate statistics of rising crime after industrialisation		Crime & Punishment in Victorian era & over time	Timeline Chronology = order events happened	Images of Victorian Britain comparison Rich & Poor	
2	Kings & Queens	Looking for clues and questions from images of monarchy	Absolute to Constitutional monarchy- 1 <sup>st</sup> Prime minister	Monarchy over time. Changes to law e.g. female heirs	Monarchs in chronological order. BC / AD Family Tree		
2	The Great Fire	Images of 1600s Samuel Pepys John Evelyn	Why the fire started. Impact on London			London in 1600s and now. Pros and cons	Diary writing-homelessness, poverty.

### Key Stage 2

3	The Stone Age & beyond	Primary & secondary sources Artefacts	Impact of iron and bronze on lifestyle		Prehistoric BC / AD Chronology	Comparing life in Bronze Age to Iron Age	
3	Samuel Johnson & Frances Barber	Investigating language in a dictionary from 1700s		Racism Education of black people	Timeline Stone age / Victorians – how time is represented		Significant people & Contributions Racism
3	Ancient Greece	Sources Artefacts Questioning	Democracy Impact of Greeks on life today		Ancient Civilisations Timelines BC AD		Ethics Democracy Justifying actions
4	Polesworth Abbey	Using the internet for research Visiting sites of significance	Impact of the church founding education	Education in Britain over time		School in Stuart times to today	Why boys and girls were different in Stuart times
4	Roman Britain	Investigating human remains and burial sites	How Romans impact our lives today	Changes the Romans brought to Britain	BC AD BCE Timeline of Roman Britain	Celtic and Roman daily life and homes	
4	The Mayans	Archaeologists Google Earth- Chichen Itza	Base 20 number system		Ancestors Periods of Mayan Civilization	Comparing Ancient Greece to the Mayans.	Impact of a hierarchical social structure Creation Story






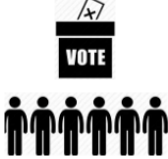


## Disciplinary Knowledge in History

Year Group	Disciplinary Knowledge						
		Historical Enquiry & Evidence	Cause & Consequence	Continuity & Change	Chronology	Similarity & Difference	Empathy & Perspective
5	Anglo-Saxons & Scots	Justifying with evidence Evaluating sources / Sutton Hoo / Validity	Abandonment of Roman building and their ruin Pagan- Christianity	Laws Crime & Punishment	Timeline from Romans to 1066	Positives and negatives of key figures – Alfred the Great	Impact of a hierarchical social structure Slavery
5	Aethelflaed & the Vikings	Primary and Secondary sources, informed responses, observing evidence	Impact of Aethelflaed on Mercia and England  Unification	Co-existence of Anglo-Saxons and Vikings	Add Vikings to timeline of Romans & Anglo Saxons	Similarities and differences pre/post Unification	Why the Vikings invaded Britain Why the Vikings were feared
5	Early Islam & Baghdad	Independent Research Using evidence to build a picture	Death of the Prophet Mohammed Strategic significance of Baghdad's location	Trade Silk Road Advancements in maths, science, philosophy	Comparing two periods Golden Age / Viking Britain at the same time	Baghdad then and now  Baghdad 1000AD to Viking Britain	The impact of the Qu'ran Separation of men & women
6	WW2	Survivor stories First person retelling Diaries Absence of BIPOC in images	Causes of WW2 Appeasing Hitler Consequences on Britain Windrush	Antisemitism today  Role of women in war	Chronology of WW2 and key events	Comparing the representations of the WW2 over time	Anti-Semitism Propaganda Stereotypes Persecution Evacuee diary
6	Windrush & Birmingham	Absence of BIPOC in images Questioning sources vs reality	Christopher Columbus' voyage African origin of many Caribbean people	Windrush generation today Windrush scandal	Impact of Windrush scandal on generation today	The UK to the Caribbean comparison	Significance on local area Windrush Generation Audio Anti-Racism
6	Ancient Egypt	Justify opinions with sources orally and written	Importance of the Nile Egyptian Calendar	Understanding how the pyramids were built	Tracking dynasties over 3000 years	Ancient Greece, The Maya and Ancient Egypt	6-year-old king Hierarchy



### Ambition for Substantive Knowledge in History

Substantive Knowledge						
	Religion & Culture	Technological Advancement	Social Justice	Monarchy, Empire & Rule	Invasion, Conflict & War	Government, & Democracy
Warton Definition	Understand religion, culture and society and how these differ and change over time. Able to describe advancement in society and how it functions.	Define and describe how a society or civilisation develops and advances due to changes in technology.	Ability to discern how social justice is a concept of fair and just relations between individuals and society. Understanding that social justice may include distribution of wealth, opportunity and social privilege.	Understanding the power and impact of a monarchy -in Britain and beyond. Able to describe the impact of imperialism as a concept resulting in an empire for which there is one ruler for a group of people or nations.	Understand the motivation, rationale, sequence of events and impact that are involved in conflict, battle and war. Explain how and why groups of people invade and conquer.	Explain how rule of law and democracy (or lack of) change and impact on society. Know different systems of social structure and hierarchy. Explore changes in law and legislation within the British Government.
Frequency in curriculum	12	9	10	10	7	7
Curriculum Structure	KS1 Significant Events	KS1 Significant Changes	KS1 Significant Individuals	KS2 Local History	KS2 British History	KS2 World History



## Substantive Knowledge in History

Year Group	Substantive Knowledge						
		Religion & Culture	Technological Advancement	Social Justice	Monarchy, Empire & Rule	Invasion, Conflict & War	Government, & Democracy

### Key Stage 1






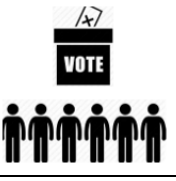
1	Richard III				Richard III vs Henry Tudor	The Battle of Bosworth	
1	Toys over Time	How toys and games support culture and community	Toys over time including electricity, plastic				
1	Transport & Moon Landing		Transport over time including space travel	Katherine Johnson USA African American woman 1950s			
2	Sir Robert Peel	Introduction of the police force	Crime linked to the Industrial Revolution				The roles of politicians & parliament. Rule of Law. BV
2	Kings & Queens			Changes to succession heir laws in 2011 male/female	Absolute to Constitutional Monarchy		Robert Walpole first prime minister
2	The Great Fire		Changes in electricity, travel, transport & houses	Poverty and impact on society	Charles II		

### Key Stage 2

3	The Stone Age & beyond	Farming and Agriculture, permanent housing, trade.	Development of tools, use of iron and bronze. Metalworking			Battles between tribes. Fortified Settlements	
3	Samuel Johnson & Frances Barber	Introduction of the English Dictionary. Changes in language over time.		Slavery, racism, disability. Education of slaves & black people	Life in Georgian times. King George's payments to Samuel Johnson.		
3	Ancient Greece	Philosophy, medicine Olympics				Athens vs Sparta	Introduction of Democracy. BV
4	Polesworth Abbey & Sir F Nethersole	Changes in the Stuart times / now: school, sanitation, housing, Church Education		Sexism & discrimination in Stuart times -education & job roles	Life under the Stuart rule comparisons		
4	Roman Britain	Alphabet, calendar, number system	Development of roads and transport links			Invasion of the Romans & Julius Caesar.	
4	The Mayans	Gods & Goddesses Creation Story Language & Number System		Explore impact of hierarchy on daily life and opportunities	Hierarchy from ruler to slaves		





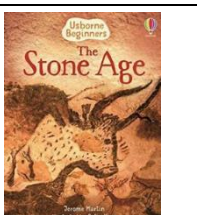
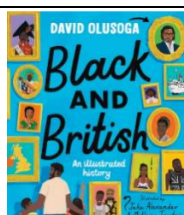
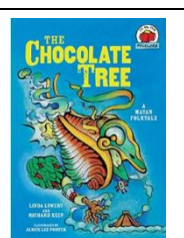
## Substantive Knowledge in History

Year Group	Substantive Knowledge						
		Religion & Culture	Technological Advancement	Social Justice	Monarchy, Empire & Rule	Invasion, Conflict & War	Government, & Democracy
5	Anglo-Saxons & Scots	Paganism into Christianity			Alfred the Great Hierarchy of King, Earls, Thanes, Peasants, Slaves	Anglo-Saxon & Scot invasion of Britain	
5	Aethelflaed & the Vikings				Alfred the Great & Aethelflaed	Invasion of Britain for better land and money	Unification of England
5	Early Islam & Baghdad	The Prophet Mohammed and beginnings of Islam. Trade and wealth	Maths, Science and Medical development	Role of women in Baghdad 1000AD compared to Viking Britain			The Caliphate ruled the Islamic Empire and had widespread control.
6	WW2		The NHS and Welfare State	Anti-Semitism Persecution Windrush		How WW2 began and Nazi Germany	Chamberlain and the Munich Agreement
6	Windrush & Birmingham	Impact of the Windrush Gen. then and following scandal		Racism, Discrimination & Prejudice Anti-Racism	Colonisation		Change in legislation Windrush scandal WW2 Propaganda
6	Ancient Egypt	Egyptian Calendar Role of the Nile for trade, food & water Egyptian Gods and Goddesses	The building of the pyramids and how it was achieved with resources at the time	Impact of hierarchy on daily life and opportunities	Egyptian dynasties and rule. Hierarchy of power.		



## Books in History

Our history curriculum has clear links with English, particularly with our reading and writing curricula where a range of high-quality reading texts engage pupils, develop their understanding of scientific concepts and develops pupils' 'Cultural Capital'. Writing opportunities are planned into our curriculum including learning about people who have shaped the world we live in through biographical writing. We also have a range of high-quality texts linked to history units that are explored for either whole class reading for pleasure or as a non-fiction research text.

	Counting on Katherine by Helaine Becker	Year Group: 1 Unit: Transport, Travel and landing on the Moon		Toys and Games by Sally Hewitt	Year Group: 1 Unit: Toys over Time
	The Story of Ruby Bridges By Robert Coles	Year Group: 2 Unit: Significant People		Our King Charles By Eleanor Grey	Year Group: 2 Unit: Kings and Queens
	A Street Through Time By Steve Noon	Year Group: 2 Unit: The Great Fire		Stone Age Boy by Satoshi Kitamura	Year Group: 3 Unit: The Stone Age and what came next
	Theseus and the Minotaur By Saviour Pirotta	Year Group: 3 Unit: The Romans		The Stone Age By Jerome Martin	Year Group: 3 Unit: The Stone Age and what came next
	Meet the Ancient Greeks By James Davies	Year Group: 3 Unit: Ancient Greece		Hercules By Alex Frith	Year Group: 4 Unit: The Romans
	Black & British By David Olusoga	Year Group: 4 Unit: Roman Britain		Everything Romans in Britain By National Geographic Kids	Year Group: 4 Unit: Roman Britain
	Chocolate Tree: A Mayan Folktale By Richard Keep	Year Group: 4 Unit: The Mayans		The History Detective- Investigates the Anglo Saxons	Year Group: 5 Unit: The Anglo Saxons and Scots



	Viking Voyagers  By Jack Tite	Year Group: 5  Unit: Aethelflaed and the Vikings		The Golden Horsemen of Baghdad  By Saviour Pirotta	Year Group: 5  Unit: Baghdad and the Middle East
	Great Women who Made History  By Kate Pankhurst	Year Group: 5  Unit: Case Study: China		Goodnight Mister Tom  By Michelle Magorian	Year Group: 6  Unit: WW2
	Windrush Child  By Benjamin Zephaniah	Year Group: 6  Unit: The Windrush		Everything World War Two  By National Geographic Kids	Year Group: 6  Unit: WW2
	Brilliant Black History  By Atinuke	Year Group: 6  Unit: The Windrush / WW2		So you think you've got it bad? A kids life in Ancient Egypt.  By Chae Strathie	Year Group: 6  Unit: Ancient Egypt

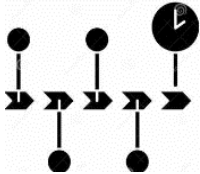
### Memory, Schemata and Assessment

Knowledge is further embedded via the study of carefully selected texts in English, many of which complement the substantive knowledge covered in the pupil workbooks. The fiction texts read in English, provide pupils with an opportunity to apply the factual knowledge gained during history lessons. Opportunities to apply substantive knowledge across multiple subjects are purposely planned. For example, Year 6 learn about The Windrush in History in its standalone unit as well as through the unit of WW2. This knowledge is further built upon in their Geography unit 'Case Study: Caribbean' and then linked to their English via the reading and exploration of 'Windrush Child'. Finally, explored through both an art project and an oracy project where they discover and perform a poem called Refugees by Benjamin Zephaniah and create artwork based on protest art- culminating their knowledge of the Windrush and how it felt to be a part of the Windrush Generation in Britain.

We use our Five-part Model lesson structure for our history lessons. These are designed with spaced practice at the heart of them. Spaced practice refers to a study schedule that involves studying material over a period of time, with breaks in between, to promote better retention of information. Across a unit of history study, children are provided with many opportunities to revisit and revise key learning, including:

- The use of carefully planned recap activities at the start of a unit, and again at the start of each lesson which covers key knowledge from the previous unit or lesson
- History working walls summarise key learning for each question within a unit and explicitly define key vocabulary
- Each lesson ends with a low-stakes exit-task quiz that returns to the key knowledge covered in the lesson
- End-of-unit exit tickets are used as a summative assessment tool which involves a variety of questioning techniques and targets key learning
- At the start of the next unit, children return to their learning and recap key knowledge and any gaps from exit tickets are addressed.





	<h2>Chronology</h2> <p>Constructing the past Sequencing the Past</p>
<p>Saplings</p>	<p><b>Birth to 5- Understanding the World (Ranges 3-4)</b> -Learns that they have similarities and differences that connect them to, and distinguish them from, others <b>(People and Communities)</b></p> <p><b>Birth to 5- Communication and Language (Ranges 4-5)</b> -Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) <b>(Understanding)</b></p> <p><b>Birth to 5- Communication and Language (Ranges 3--4)</b> -Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet <b>(Understanding)</b></p> <p>-Beginning to talk about people and things that are not present <b>(Speaking)</b></p>
<p>Seedlings</p>	<p><b>Birth to 5- Understanding the World (Ranges 4-5)</b> -Remembers and talks about significant events in their own experience <b>(People and Communities)</b> -Developing an understanding of growth, decay and changes over time <b>(The World)</b></p> <p><b>Birth to 5- Communication and Language (Ranges 4-5)</b> -Uses talk to explain what is happening and anticipate what might happen next <b>(Speaking)</b> -Beginning to use a range of tenses (e.g. play, playing, will play, played) <b>(Speaking)</b></p> <p><b>Birth to 5- Communication and Language (Ranges 4-5)</b> Can retell a simple past event in correct order (e.g. went down slide, hurt finger) <b>(Speaking)</b></p>
<p>Willow – R</p>	<p><b>Birth to 5- Understanding the World (Range 6)</b> -Talks about past and present events in their own life and in the lives of family members <b>(People and Communities)</b> -Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <b>(People and Communities)</b> -Makes observations of animals and plants and explains why some things occur, and talks about changes <b>(The World)</b></p> <p><b>Birth to 5- Communication and Language (Ranges 4-5)</b> - Understands a range of complex sentence structures including negatives, plurals and tense markers <b>(Understanding)</b></p> <p><b>Birth to 5- Communication and Language (Range 6)</b> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events <b>(Speaking)</b></p>
<p>Sycamore – 1</p>	<ul style="list-style-type: none"> <li>-Recount key memories of their own past.</li> <li>-Understand the difference between things that happened in the past and in the present.</li> <li>-Sequence key events in own life.</li> <li>-Sequence photographs from different periods in their life.</li> <li>-Say when their birthday is.</li> <li>-Talk about things that have happened to other people in the past.</li> <li>-Begin sequencing photographs of key events studied. Introduce term 'chronological'.</li> </ul>
<p>Beech – 2</p>	<ul style="list-style-type: none"> <li>-Describe memories of key events in their own lives.</li> <li>-Use past and present tense when telling others about an event.</li> <li>-Know events beyond living memory that are significant nationally or globally (for example, the Great Fire of London)</li> <li>-Use a simple class timeline to place an event or a significant person.</li> <li>-Sequence key facts of an event studied in chronological order.</li> <li>-Sequence photographs and/or artefacts closer together in time.</li> <li>-Create a family tree</li> </ul>
<p>Maple – 3</p>	<ul style="list-style-type: none"> <li>-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>-Sequence events studied in chronological order on a timeline using dates provided.</li> <li>-Begin to use terms related to the study unit and passing of time.</li> <li>-Use artefacts and photographs to sequence events and key dates that have previously studied.</li> </ul>
<p>Elm – 4</p>	<ul style="list-style-type: none"> <li>-Understand and use the terms BC and AD. Begin to use BCE, Before common era.</li> <li>-Begin to date events and place it in approximately the right place on a timeline.</li> <li>-Place events from period studied on a timeline using key dates.</li> <li>-Use terms related to the period and begin to date events.</li> </ul>
<p>Rowan – 5</p>	<ul style="list-style-type: none"> <li>-Add period labels to timelines.</li> <li>-Identify key dates and events studied.</li> <li>-Make comparisons between different periods in history.</li> <li>-Know and sequence key events of time studied on a timeline (local, national and international).</li> </ul>
<p>Oak – 6</p>	<ul style="list-style-type: none"> <li>-Know and use key dates and events of time studied to construct the past.</li> <li>-Use a timeline to accurately place events and dates both in this country and abroad, and use appropriate vocabulary to describe time.</li> <li>-Sequence key historical events of previous periods of history studied in relation to current study (Vikings, Romans etc.)</li> <li>-Sequence up to 10 events on a timeline.</li> </ul>



	<h2>Historical Enquiry &amp; Evidence</h2> <p>Using Sources Asking Questions</p>
Saplings	<p><b>Birth to 5- Communication and Language (Ranges 3-4)</b> -Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations (<b>Listening and Attention</b>)</p> <p><b>Birth to 5- Understanding the World (Ranges 3-4)</b> -Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them (<b>People and Communities</b>) -Can talk about some of the things they have observed such as plants, animals, natural and found objects (<b>The World</b>)</p> <p><b>Birth to 5- Communication and Language (Ranges 3-4)</b> -Beginning to ask simple questions (<b>Speaking</b>)</p>
Seedlings	<p><b>Birth to 5- Communication and Language (Ranges 4-5)</b> -Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) (<b>Understanding</b>)</p> <p><b>Birth to 5- Understanding the World (Ranges 4-5)</b> -Knows that information can be retrieved from digital devices and the internet (<b>Technology</b>)</p> <p><b>Birth to 5- Communication and Language (Ranges 4-5)</b> -Uses a variety of questions (e.g. what, where, who) (<b>Speaking</b>) -Questions why things happen and gives explanations. Asks e.g. who, what, when, how (<b>Speaking</b>)</p> <p><b>Birth to 5- Understanding the World (Ranges 4-5)</b> -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (<b>The World</b>)</p>
Willow – R	<p><b>Birth to 5- Communication and Language (Range 6)</b> -Understands questions such as who; why; when; where and how (<b>Understanding</b>)</p> <p><b>Birth to 5- Understanding the World (Range 6)</b> -Makes observations of animals and plants and explains why some things occur, and talks about changes (<b>The World</b>) -Can use the internet with adult supervision to find and retrieve information of interest to them (<b>Technology</b>)</p> <p><b>Birth to 5- Communication and Language (Range 6)</b> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (<b>Speaking</b>)</p>
Sycamore – 1	<p>-Use artefacts, pictures, stories and online resources to explore and talk about the past. -Identify objects old and new. -Describe differences between old and new objects/ artefacts. -Ask independent questions related to historical sources. -Find answers to simple questions about the past using information sources (e.g. pictures and stories).</p>
Beech – 2	<p>-Use familiar and unfamiliar pictures and artefacts to compare and discuss the past. -Use a source – ask why, what, who, how, where to ask questions and find answers. -Discuss the effectiveness of sources and evaluate how much they actually tell you about the time in which they are studying.</p>
Maple – 3	<p>-Identify sources – artefacts, books, internet etc. and understand why sources are limited for the Stone, Bronze and Iron ages. -Use a range of sources to discover more about a historical event or person. -Select and record information from the source to inform them about the period that they are studying. -Begin to use resources for research to ask and answer questions. -Respond to questions about a historical person or event using different sources (pictures, artefacts, newspapers and books etc.)</p>
Elm – 4	<p>-Use a range of sources to support different ideas on historical figures and events. -Use evidence to build up a picture of a past event. -Ask a variety of questions to help further their understanding. -Answer questions referring to observations made when studying sources of evidence.</p>
Rowan – 5	<p>-Use and understand primary and secondary sources of evidence to give an informed response. -Use evidence to build up a picture of everyday life in time studied. -Use books and the internet for independent research with increasing confidence. -Begin to question the validity of sources and note any contradictions. -Pose and answer questions about key events from the past using primary and secondary sources.</p>
Oak – 6	<p>-Analyse a wide range of sources of evidence in order to find out about an aspect from the past and also to justify claims about the past. -Use, evaluate and link sources in order to understand how conclusions have been made about the past. -Understand that no single source of evidence gives the full answer to questions about the past. -Pose and answer questions about key events from the past using primary and secondary sources to justify their opinions (both orally and written).</p>



	<b>Cause &amp; Consequence</b>
Saplings	<p><b>Birth to 5- Communication and Language (Ranges 3-4)</b> -Understands different situations - able to follow routine events and activities using nonverbal cues <b>(Understanding)</b> -Beginning to talk about people and things that are not present <b>(speaking)</b></p> <p><b>Birth to 5- Understanding the World (Ranges 3-4)</b> -Has a sense of own immediate family and relations and pets <b>(People and Communities)</b> -In pretend play, imitates everyday actions and events from own family and cultural background <b>(People and Communities)</b></p>
Seedlings	<p><b>Birth to 5- Communication and Language (Ranges 4-5)</b> -Uses language to share feelings, experiences and thoughts <b>(speaking)</b> -Uses talk to explain what is happening and anticipate what might happen next <b>(speaking)</b></p> <p><b>Birth to 5- Understanding the World (Ranges 4-5)</b> -Begin to understand the effect their behaviour can have on the environment <b>(The World)</b></p>
Willow – R	<p><b>Birth to 5- Communication and Language (Range 6)</b> -Uses talk to organise, sequence and clarify thinking, ideas, feelings and events <b>(Speaking)</b></p>
Sycamore – 1	-Able to identify why things have changed and how these impact on them
Beech – 2	<p>-Able to investigate where there may be multiple causes and factors contributing to an event and order them in terms of significance -Able to link consequence to cause</p>
Maple – 3	-Identify and comment on the importance of causes and consequences of historical events and changes over time
Elm – 4	-Able to identify consequences across long periods of time including impact of Ancient Civilizations on life today.
Rowan – 5	Identify, give reasons for & explain the significance of causes & consequences of historical events/changes. Able to reason how causes and consequences may appear differently for different groups of people and their perspective
Oak – 6	Able to link cause and consequence over time and through different periods of history Able to consider future consequences of actions in recent history and provide rationale for this

	<b>Continuity and Change</b>
Saplings	<p><b>Birth to 5- Communication and Language (Ranges 3-4)</b> -Understands different situations - able to follow routine events and activities using nonverbal cues <b>(Understanding)</b> -Beginning to talk about people and things that are not present <b>(speaking)</b></p> <p><b>Birth to 5- Understanding the World (Ranges 3-4)</b> -Has a sense of own immediate family and relations and pets <b>(People and Communities)</b> -In pretend play, imitates everyday actions and events from own family and cultural background <b>(People and Communities)</b></p>
Seedlings	<p><b>Birth to 5- Communication and Language (Ranges 4-5)</b> -Uses language to share feelings, experiences and thoughts <b>(speaking)</b> -Uses talk to explain what is happening and anticipate what might happen next <b>(speaking)</b></p> <p><b>Birth to 5- Understanding the World (Ranges 4-5)</b> -Begin to understand the effect their behaviour can have on the environment <b>(The World)</b></p>
Willow – R	<p><b>Birth to 5- Communication and Language (Range 6)</b> -Uses talk to organise, sequence and clarify thinking, ideas, feelings and events <b>(Speaking)</b></p>
Sycamore – 1	<p>-Able to identify why things have changed and how these impact on them -Able to discuss change over time including to the present day -Able to identify things that have stayed the same</p>
Beech – 2	<p>-Able to identify how change is beneficial on a personal and national scale -Able to identify how the world is changing around them today -Able to identify when things continue and would be improved by change</p>



Maple – 3	-Able to identify how social justice is impacted by continuity and change -Able to identify changes and continuity over long periods of time- thousands of years
Elm – 4	-Able to investigate a theme for continuity and change in detail and present this in a variety of ways including identifying pros and cons
Rowan – 5	-Able to identify key themes of change and continuity and the historical times periods that brought about the change on Britain today. -Describes change in other global contexts and links this to impact on Britain today.
Oak – 6	-Describe and explain the continuity and change between people, groups, experiences or places in the same historical period and across periods. -Able to link this to the impact on their own lives today and contribute this to groups of people or periods of time.



## Similarity and Difference

Saplings	<b>Birth to 5- Understanding the World (Ranges 3-4)</b> -Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them <b>(People and Communities)</b> -Learns that they have similarities and differences that connect them to, and distinguish them from, others <b>(People and Communities)</b>
Seedlings	<b>Birth to 5- Understanding the World (Ranges 4-5)</b> -Learns that they have similarities and differences that connect them to, and distinguish them from, others <b>(People and Communities)</b> -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <b>(People and Communities)</b>
Willow – R	<b>Birth to 5- Understanding the World (Range 6)</b> -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <b>(People and Communities)</b> -Looks closely at similarities, differences, patterns and change in nature <b>(The World)</b> -Knows about similarities and differences in relation to places, objects, materials and living things <b>(The World)</b>
Sycamore – 1	-Identify simple similarities and differences between different historical figures and events. -Recognise the difference between past and present in their own and others' lives.
Beech – 2	-Identify similarities and differences of people or events in the past. -Compare similarities and differences of key figures of different periods. -Compare pictures or photographs of people or events in the past.
Maple – 3	-Study changes through a period of time, looking at similarities and differences. -Compare previous events and lifestyles with our life today.
Elm – 4	-Identify key features and events. -Look for links and effects in time studied and offer a reasonable explanation for some events.
Rowan – 5	-Compare life in early and late 'times' studied. -Compare an aspect of life with the same aspect in another period. -Offer reasoning as to why the lives of others would have been different to one another.
Oak – 6	-Compare beliefs and behaviour with another time studied. -Be aware that different evidence will lead to different conclusions.



## Empathy & Perspective

Saplings	<b>Birth to 5- Understanding the World (Ranges 3-4)</b> -Learns that they have similarities and differences that connect them to, and distinguish them from, others <b>(People and Communities)</b> <b>Birth to 5- Communication and Language (Ranges 4-5)</b> -Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) <b>(Understanding)</b>
Seedlings	<b>Birth to 5- Understanding the World (Ranges 4-5)</b> -Remembers and talks about significant events in their own experience <b>(People and Communities)</b> -Developing an understanding of growth, decay and changes over time <b>(The World)</b> <b>Birth to 5- Communication and Language (Ranges 4-5)</b> -Uses talk to explain what is happening and anticipate what might happen next <b>(Speaking)</b> -Beginning to use a range of tenses (e.g. play, playing, will play, played) <b>(Speaking)</b>
Willow – R	<b>Birth to 5- Understanding the World (Range 6)</b> -Talks about past and present events in their own life and in the lives of family members <b>(People and Communities)</b> -Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <b>(People and Communities)</b> -Makes observations of animals and plants and explains why things occur, and talks about changes <b>(The World)</b> <b>Birth to 5- Communication and Language (Ranges 4-5)</b>



	-Understands a range of complex sentence structures including negatives, plurals and tense markers <b>(Understanding)</b>
Sycamore – 1	-Recount parts of stories told to them from the past. -Use stories to encourage children to distinguish between fact and fiction and fact and opinion. -Understand why some people are omitted from historical retellings due to discrimination
Beech – 2	-Describe historical events. -Find out about people and events in other times and understand why some people are 'significant'. -Empathise with difficulty faced by others in hard times in the past
Maple – 3	-Find out about everyday lives of people in the time studied. -Begin to identify and give reasons for different ways in which the past is represented. -Consider significant contributions made by individuals -Consider the impact of racism on a person's ability to contribute or when contributions are overlooked. -Reflect on the importance of ethics and democracy and how these impact our lives today.
Elm – 4	-Begin to evaluate the worth of different sources and how significant they are in understanding the period in which they are studying. -Develop an understanding of ancient civilisations and how perspectives were different then to now
Rowan – 5	-Compare accounts of events from different sources and evaluate their significance in the time that they are studying. -Consider the validity of a source and reasons why it may not be valid from a range of perspectives.
Oak – 6	-Considers ways of checking the accuracy of interpretations. -Communicate and provide an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. -Evaluate the impact of propaganda and stereotypes